

Course Syllabus

OB 6301.0W1

OB6301.0W2

The University of Texas at Dallas

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Course Information

Course

Course Number Section	OB 6301-0W1; OB 6301-0W2
Course Title	Organizational Behavior
Term and Dates	Spring 2015, Jan 12 – May 11

Professor Contact Information

Professor	Maria Hasenhuttl, PhD
Office Phone	972-883-5898 (please don't leave a message)
Email Address	please use eLearning messages
Office Location	JSOM 4.411
Online Office Hours	By appointment
Other Information	I am happy to talk with you on the phone or meet with you in person. If you would like to make an appointment, please email me through the course site.

About the Instructor

Hello. I am Maria Hasenhützl. I am a Senior Lecturer and Assistant Area Coordinator in the Organizations, Strategy and International Management department. I primarily teach Organizational Behavior, Strategic Management and Global Strategy to undergraduate and graduate students. My research interests include corporate governance, executive compensation and growth/fixed mindset and its influence on success. I grew up in Austria, my husband is from Greece, and my kids are Texans. I enjoy spending time with my family, the outdoors, reading and going to book sales.

My teaching philosophy is best represented by the following quote by Herbert A. Simon, a Nobel Laureate and one of the founders of the field of Cognitive Science:

“Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn”.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

No course pre/co-requisites.

Course Description

This course is an introduction to the field of Organizational Behavior. Research demonstrates that, time and again, understanding people, groups and organizations is a more critical determinant of success than technical skills. We will be discussing your role in the organization as an organizational citizen – covering a wide range of topics including how to motivate and reward people, what makes work groups function effectively, the impact of leadership styles and communication, how to access and accumulate power and influence, how to diagnose and manage change.

The goal of this course is to provide you with theoretical frameworks and a vocabulary to help you understand and analyze happenings in organizations. The expected benefits include a chance to analyze your personal dispositions and skills so that you can make better choices and be effective in your work and career.

Your active engagement and sharing of experiences will be key factors in making this course a success. Respect for the opinions of others is an essential characteristic for any learning community. Although it is likely you may not agree with everything that is discussed or said in this course, you are expected to express your viewpoints in a manner that is courteous and respectful.

Student Learning Objectives/Outcomes

- 1) Explain and apply major scholarly approaches and empirical findings in Organizational Behavior at the individual, group, and organizational level.
- 2) Apply basic theories of motivation, evaluate the differences between different motivational approaches and assess the efficacy of motivational programs.
- 3) Recognize Decision Making (DM) problems and opportunities and apply the appropriate DM models while considering ethical dilemmas and implications.
- 4) Demonstrate an understanding of the sources and consequences of multi-ethnic and multi-cultural diversity and develop strategies to bridge the differences and capitalize on the benefits of diversity in all its forms in organizations.
- 5) Increase self-awareness and understanding of your strengths and weaknesses so that you can be more effective in your career.
- 6) Analyze and explain the connection between OB concepts and personal work experiences.

Required Textbooks and Materials

Required Texts

- Steven L. McShane, Mary Ann Von Glinow. Organizational Behavior, 6th edition, 2013. McGraw-Hill. ISBN-13:978-0-07-811264-5. (MG)

Required Materials

- Reflected Best Self Exercise (RBSE). RBSE is available for purchase (\$9 for one copy) with a credit card on the website - www.centerforpos.org. There, click on the “DO” link and then on “Tools”, which will take you to the following page <http://positiveorgs.bus.umich.edu/cpo-tools/reflected-best-self-exercise-2nd-edition/>, click on "Purchase". You need to complete the order form, and pay for your copy. Upon completing the purchase process, you are then able to download a PDF of the RBSE, and are authorized to print one copy.
- Articles. Select chapters require additional readings. These articles are available for free through the UTD library. I will also provide a link where you can purchase the Harvard Business Review articles at the reduced student rate.

Suggested Course Materials

Suggested Course Materials

Range of journals through McDermott Library
(www.utdallas.edu/library/resources/journals.htm).

Suggested Readings/Texts

- I have provided a list of articles (and links to videos) that I find interesting. Most of them can be obtained through the UTD Library. You can read the articles you find interesting. You may also want to include some of them in your ideal organization project. They are located at the end of this syllabus.

Textbooks and some other bookstore materials can be ordered online through [Off-Campus Books](#) or the [UTD Bookstore](#). They are also available in stock at both bookstores. You may use other sources.

Course Policies

Make-up exams

None

Extra Credit

None

Late Work

Not accepted

Special Assignments

None

Class Participation

You are required to login regularly to the online class site. I will use the tracking feature in eLearning to monitor student activity. You are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members , our TA and me.

Policy on Server Unavailability or Other Technical Difficulties

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk: <http://www.utdallas.edu/elearninghelp>, 1-866-588-3192. The instructor and the UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

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Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important [technical requirements](#) on the [Getting Started with eLearning webpage](#).

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Course Access and Navigation

This course was developed using a web course tool called eLearning. It is to be delivered entirely online. Students will use their UTD NetID account to login at: <http://elearning.utdallas.edu>. Please see more details on [course access and navigation information](#).

To get familiar with the eLearning tool, please see the [Student eLearning Tutorials](#).

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center:
<http://www.utdallas.edu/elearninghelp>.

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Communications

This eLearning course has built-in communication tools which will be used for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [eLearning Tutorials webpage](#) for video demonstrations on numerous tools in eLearning.

Interaction with Instructor

I will communicate with you mainly using the Announcements, Email and Discussions tools. Please send personal concerns or questions to me using the course email tool. Do not post private information on the Discussion Board. I will reply to your emails or Discussion board messages within 3 working days under normal circumstances.

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Student Resources

The following university resources are available to students:

UTD Distance Learning:

<http://www.utdallas.edu/elearning/students/cstudents.htm>

McDermott Library:

Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to <http://www.utdallas.edu/library/distlearn/disted.htm>.

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Student Assessments

Grading Information

Weights

1. Introduction on Discussion Board	0 points	0 %
2. Community Circle post and replies	2 points	2 %
3. 2 Work Experience Journals	18 points	18 %
4. Participation – Discussion	20 points	20 %
5. RBSE – Reflected Best Self Exercise	15 points	15 %
6. Quizzes	20 points	20 %
7. Ideal Organization Project (Group)	25 points	25 %
Total	100	100%

Grading Scale

Scaled Score	Letter Equivalent
89.90 - 100	A
79.90 – 89.89	B
69 – 79.89	C
Less than 69	F

Grading Policy

If you have questions about grades, please send them to me via eLearning email or make an appointment with me. For quiz questions, be specific about why you believe that your answer was correct. Include references to page numbers in the textbook and/or slides. For participation grades, refer specifically to where and when you posted your messages. **All grade inquiries must be made within one week of the close of the quiz/participation window.**

Accessing Grades

You can check your grades by clicking “My Grades” on the course menu after the grade for each assessment task is released.

Assignments

1. Introduction on Discussion Board (0%)

Post your introduction on the discussion board. Provide the following information in this order:

1. Your name
2. A description of your job and employer/industry information (current or previous)
3. Your familiarity with OB concepts (scan your textbook, the module outlines, or your course schedule for ideas)
4. Where you are located geographically
5. What you hope to gain from this course
6. Anything else that is important to you that will give us a fuller picture of who you are
7. One interesting fact about you that is generally not known
7. You may also provide pictures of you, your spouse, your children, your best animal friend, your car, etc.

2. Community Circle Post (2%)

“Conversation is a natural way
we humans think together.”

“It’s not differences that divide us.

It’s our judgments about
each other that do.”

Margaret J. Wheatley

Objectives:

- Get to know one another
- Building greater community
- Celebrate our community’s cultural diversity
- Recognize that everyone is unique and has gifts to share
- Be aware that each of us can make a difference

Norms:

- Speak freely.
- Listen carefully to others. Try to really understand what they are saying and respond to it, especially when their ideas are different from yours.
- Keep an open mind and heart.
- Value the experiences of others. Think about how your own experiences have contributed to your thinking.

In addition to your post, you are expected to reply to at least 2 of your colleagues. See if you can find someone with whom you have something in common, or you can relate to someone else's experience even though they might come from a different background. The goal here is simply to encourage you to read what others have to say so you can get to know your classmates better. This is directly related to one of the learning objectives of this course: understanding multi-cultural diversity.

Questions (please respond to at least 2 questions):

- Tell us about your racial, ethnic, and social class background while you were growing up and something that you are proud of about your background and something that was difficult about your background.
- Describe your earliest memory of racial or cultural differences. What information did you learn at that time? How did you get the information? What values were attached to what you learned?
- Describe your earliest memory of class (economic) differences. What information did you learn at that time? How did you get the information? What values were attached to what you learned?
- In what ways have your upbringing, experiences, or thinking influenced your life?
- Think about the most important factors that you think have contributed to how you see your own culture and other cultures.
- What experiences have you had with cross-cultural communications? Please share at least one experience when this has gone well and when it has not gone well.
- What can we do as individuals/group to bring understanding of others into our group and our workplaces?

3. 2 Work Experience Journals (18 %)

A very important part of this course is the experience that you bring to class. In order to draw on some of your experience, you will be required to enter your thoughts in a journal over the course of the semester. These are not intended to be major research papers. These are intended to be short written statements describing an experience that you have had in an organization and relating it to the readings for the week.

You will be expected to post a journal entry on 2 of the units. You can choose any of the units to write on, but my advice is to pick one earlier in the semester so that you can get feedback for your other journal entry.

In order to get full credit for this assignment, you will need to discuss the question from your experiential standpoint and use the assigned readings to explain your understanding of the situation. Let me make this clear – this journal is about BOTH your personal opinions/experiences and the readings for that week. **It should include a description of your experience and a careful analysis of how the material from our class helps you understand your experience from a broader perspective.**

If you write only about your experience and do not tell me about how the readings link to your experience then you will not get full credit for the assignment. If you talk about the readings but do not

relate your experience you will not get full credit for the assignment. Given that the point of this exercise is for you to make the connection between the readings and “real life”, I expect to see you express your understanding of the connection between the two.

Your journal will be both personal and private – I will be the only person who will access it over the course of the semester. If you touch on an idea or have an example that I think others could learn from, I might ask if you would be willing to share it on the public discussion board. However, you are not required to share it and I will not share it without your permission.

Journal postings are due online by the last day the topic is discussed. So, if you want to write about personality, it is due on the last night we are discussing the topic. Journal entries should be a minimum of 600 words and a maximum of 1200 words. Your journal entries are graded on a scale of 1 to 9. I will give you individual feedback on the first journal entry to make sure that you are meeting the expectations.

4. Participation – Discussion Board (20%)

You will be expected to participate regularly in online discussions. These discussions are lead by you. Each one of you is welcome to start a discussion on any topic of the week that most inspires you or where you have the most questions. In addition, I might post information from the reflections on experience papers for you to discuss. **It is absolutely necessary that you participate regularly.** You need to post to a minimum of 10 topics (at least once for each of the 10 topics that you choose) during the semester, during the week the topic is discussed. For example, your discussion on Power and Politics needs to take place during the week that we discuss that topic. You will not get full credit for posting 10 times in the last few weeks. It is often the case that students lose a letter grade because they are not participating, so please make a point to participate regularly!

The rules for participation in the discussion are as follows:

- 1) Participation points will be given for both responses to discussion postings by students and for responses to questions submitted by the professor.
- 2) Address the questions as much as possible (don't let the discussion stray).
- 3) Build on others responses to create threads.
- 4) Postings should be a minimum of one short paragraph and a maximum of two paragraphs– any more than that and readers lose the point (and interest).
- 5) When a question is posted, the first five replies can answer the question directly, posts after that need to respond to the answers given by other students to mimic an in class discussion. Look at this as a conversation with one another rather than trying to impress me with the “right” answer.
- 6) I am grading on quality of responses, not quantity. So, posts such as “I agree” or “sounds good to me” do not count towards participation (although you can certainly use these to advance the conversation. In order to count as participation your post has to be well thought out and pertain to the topic for the week. You should reference some of the concepts we are currently examining in class, not just offer vague assessments such as “there was a problem with motivation”. You can also refer back to previous week's material if relevant. Integration of concepts is the key since none of the issues operate completely independent of one another. For example, conflict is often caused by miscommunication, so you might refer to both in a discussion even if the question is about conflict.
- 7) Keep discussions on topic and factual in nature. Opinions are fine as long as they are supported by facts. For example, stating that you think that a specific course of action is correct because of x, y, z is acceptable. Refuting a previous comment without any facts is not acceptable.

- 8) Grammar and spelling are not graded in the discussion section, so don't feel that you have to spend hours editing your response. However, please use full words, not acronyms and abbreviations.
- 9) In order to receive full participation points you must post 1-2 value-added comments to at least **10 units during the week of that unit.**
- 10) While you can continue to post to a topic of interest, in order to receive credit for participation, you must post during the week the topic is being discussed.

5. RBSE – Reflected Best Self Exercise (15 %)

Born from empirical research from University of Michigan's Center for Positive Organizational Scholarship, the *Reflected Best Self Exercise™* (RBSE™) uses stories collected from people in all contexts of your life to help you understand and articulate who you are and how you contribute when you are at your best. With this new insight, you will feel immediately strengthened and connected to others, experience clarity about who you are at your best, and refine personal development goals to be your best self more often. The RBSE™ guides you step-by-step through the process of identifying potential respondents, making the request for feedback, creating your *a priori* best-self portrait, analyzing your reflected best-self stories, creating a new, reflected best-self portrait, and translating that portrait into proactive steps for living at your best.

The RBSE is available for purchase (\$9 for one copy) with a credit card on the website - www.centerforpos.org. There, click on the "DO" link and then on "Tools", which will take you to the following page <http://positiveorgs.bus.umich.edu/cpo-tools/reflected-best-self-exercise-2nd-edition/>, click on "Purchase". You need to complete the order form, and pay for your copy. Upon completing the purchase process, you are then able to download a PDF of the RBSE, and are authorized to print the number of copies paid for. The booklet you download has background information and detailed descriptions on how to complete this assignment.

The Reflected Best Self Exercise (RBSE) is a four-step exercise that integrates external feedback and personal reflection about participants' strengths and ability to add value. This exercise provides participants with a structured opportunity to consider who they are at their best. After completing the exercise, participants should be able to:

- Identify and articulate their personal strengths and their capability to add value to work organizations (and beyond).
- Understand what kinds of work situations bring out the best in people.
- Understand the power and impact of the reflected best-self portrait for personal development and for individual and organizational performance.

Procedure:

1. Identify Potential Respondents (co-workers, supervisors, employees, family, friends)
2. Request Reflected Best-Self Stories (gather feedback from 10-20 individuals who know you well and will be honest. Ask them to describe 3 instances when they saw you at your best.)
3. Reflect upon your own experiences of being at your best and write your own Best-Self Stories (*submit a-priori Best-Self Portrait*)

4. Analyze All Best-Self Stories. Search for common themes across stories to discover how you add value.
5. Compose your Reflected Best-Self Portrait (*submit*). You can also create a word cloud on wordle.net, or any other free word cloud generator, and submit it in eLearning (voluntary)
6. Analyze Context, List Enablers and Blockers
7. Create an Action Plan (*submit*)

Refer to the Reflected Best Self exercise booklet for detailed instructions.

RBSE Paper (submit):

Write a paper that captures your core learning from the RBS exercise. The paper should have the following format:

- Introduction
- My First Best-Self Portrait (based on your own stories, this is the a-priori Best Self Portrait)
- Feedback Process: Analysis and Observations
- My Final Best-Self Portrait (created after your analysis of all the feedback you received)
- Discoveries and Applications (Action Plan)

In this last section of the paper, reflect on the following questions:

- a) How does your best-self portrait correspond with the sorts of things that you spend the bulk of your time doing? What situations or contexts encourage your best self to emerge? What keeps you from operating at your best more of the time?
- b) How can you prioritize your life so that you maximize the potential for your best self every day? What can you do differently? What might you consider not doing anymore? Are there certain contexts you can put yourself in to maximize your potential?

You may post the result of your RBSE as a word cloud in eLearning (this is voluntary). Go to the following website www.wordle.net. You then enter the block of text from your RBSE and it will automatically generate a word cloud, or graphic representation of the words in your block. There are a lot of options for color scheme, font, and layout. It's a great graphic reminder! You can also use any other website that allows you to create a word cloud.

Some Evidence:

The Gallup Organization asked 198,000 employees in 7,939 units of 36 companies, "At work, do you have the opportunity to do what you do best every day?"

When employees answered "strongly agree",

- They had significantly less turnover
- They had more productive business units
- They had higher customer satisfaction scores

But globally, only 20% of employees working in large organizations feel that their strengths are in play every day.

A Best Self Fable:

Once upon a time, the animals got together and decided to found a school. There would be a core curriculum of six subjects: swimming, crawling, running, jumping, climbing and flying.

- At first the duck was the best swimmer, but it wore out the webs of its feet in running class and then couldn't swim well.

- And at first the dog was the best runner, but it crash landed in flying class and injured a leg.
- The rabbit started out as the best jumper, but it fell in climbing class and hurt its back.

At the end of the school year, the class valedictorian was an eel, who could do a little bit of everything but nothing very well.

6. Quizzes (20 %)

Quizzes consist of ten questions that will test your understanding of key concepts from each chapter. You need to complete the quiz before the next unit opens up. Overall, your 10 highest quiz scores will make up this part of your grade.

You can access quizzes/exams by clicking the quiz/exam link on the designated page. Each quiz is timed, and the number of attempts allowed within a scheduled time window will be specified. Please read the on-screen instructions carefully before you click "Begin". After each quiz is graded and released, you may go to My Grades page and click the score link of the quiz to view your graded submission.

7. Ideal Organization Project (25 %)

Assignment: Design the ideal organization. Use course concepts to defend your answer.

The main objective is to put together concepts related to major topics in this course (such as personality, motivation and rewards, team dynamics, interpersonal influence, leadership, power and politics, organizational change, organizational culture, etc.) and translate these concepts into concrete actions (what companies can actually do) to implement the knowledge in these areas.

This project needs to be completed in 3 phases during the semester in a group WIKI.

Project Part 1: Individual Level.

This part will focus on applying OB frameworks from the individual level of analysis (Module 1, chapters 2 through 7).

Project Part 2: Group Level.

This part will focus on applying OB frameworks from the group level of analysis (Module 2, chapters 8 through 12).

Project Part 3: Organizational Level.

This part will focus on applying OB frameworks from the organizational level of analysis (Module 3, chapters 13 through 15).

Assume you are starting your own company. It will make it easier to discuss the various issues you are planning to address if you make this specific. It can be a company like a CPA firm or you can be creative and apply OB concepts to other settings. One of the teams in the past wrote this project for managing a Pirate Ship. There are no limits to your imagination. The sole goal is for you to connect OB knowledge with specific, concrete actions organizations can take to implement effective OB practices. Try to think of this project as creating a proposal that tells potential employees and investors about your approach

to managing people in your organization. You want to convince them that you know how to apply Organizational Behavior knowledge to effectively manage your employees.

The best way to get you started to think about what you might want to include in the paper is to think (after each chapter), so what? How can the concepts in this chapter be applied and implemented in an organization? Think about concrete action steps: what specific advice would you give your boss? How can applying this knowledge help achieve a better outcome (increase productivity, increase job satisfaction, reduce turnover, reduce absenteeism, increase OCB, etc.)?

Note: Include a discussion of what you will do to ensure ethical conduct of your employees. In addition, discuss how you plan to manage diversity and multicultural issues in your organization.

PLEASE remember to check to Ideal Organization Rubric to make sure you have covered all the components.

Guidelines for group dynamics and policies for any non-participating group members:

All groups have hiring and firing capabilities. Individuals have the ability to resign a group. However, every student must belong to a group. If you have conflicts with your group, you may resign – but you interview and find a position with another group. Conversely, groups may discharge members, but the students fired from a group must find another group. I have found this method greatly reduces social loafing. You will be evaluated by your peers ! At the end of the semester, each student will rate the performance of their fellow team members. This rating will be used to adjust your individual grade for the group assignment. The Peer Evaluation Form is attached.

You will form your own groups (no more than 5) by using the group sign-up sheet within the first week of class. A private discussion area is set up on the discussion board for internal group communications. A group chat room can also be created for each group to use. A web conference system is available for use. Teams can schedule a live web conference for team work. Please see the [Web Conferencing page](#) for instructions on making a reservation and other web conference information.

Your team will work on this project in a group Wiki within eLearning. This is a requirement. Your group Wiki will be private for the first several weeks. After that, everyone will be able to see the Wikis for the other groups. However, you can only edit your own group Wiki.

A Rubric for the Ideal Organization WIKI is attached.

Assignment submission instructions

Locate the assignment in your eLearning course. You will submit your assignments in the required file format with a simple file name and a file extension. To submit your assignment, click the assignment name link and follow the on-screen instructions to upload and submit your file(s). For additional information on how to submit assignments, view the [Submitting An Assignment video tutorial](#).

Please Note: Each assignment link will be deactivated after the assignment due time. After your submission is graded, you may go to My Grades on the course menu and click the score link to check the results and feedback.

For any team project assignments, one group member will submit the assignment for the group and all group members will be able to view the results and feedback once it's been graded.

[Click here to enter text.](#)

Online Tests/Quizzes

[Click here to enter text.](#)

You can access quizzes/exams by clicking the quiz/exam link on the designated page. Each quiz is timed, and the number of attempts allowed within a scheduled time window will be specified. Please read the on-screen instructions carefully before you click "Begin". After each quiz is graded and released, you may go to My Grades page and click the score link of the quiz to view your graded submission.

Final Examination

There will be no final exam.

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Academic Calendar

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
0 1/12– 1/18	Course Access and Self-Orientation Module: Reflected Best Self Exercise Intro Module: Ideal Organization Project Intro	Syllabus Roberts, Spreitzer, Dutton, Quinn, Heaphy, Barker. "How to Play to Your Strengths". HBR, January 2005, 75-80.	Syllabus Quiz Introduction on the Discussion Board	1/18 1/18
1 1/19 – 1/25	Module 0 OB Foundation How do we know what we know about OB?	Ch 1 Appendix A Jeffrey Pfeffer, Robert I. Sutton. "Evidence-Based Management". HBR, Jan. 2006,	Quiz chapter 1	1/25

		p. 2-12. Nadler, Tushman: Managing Organizations – Congruence Model http://www.cumc.columbia.edu/dept/pi/ppf/Congruence-Model.pdf		
2 1/26 – 2/1	Module 1: Unit 1 Personality, Values	Chapter 2	RBSE: feedback requests sent Submit A priori Best Self Portrait Quiz chapter 2 Community Circle Discussion Complete the free online Personality Test based on Jung and Briggs Myers typology: http://www.humanmetrics.com/cgi-win/jtypes2.asp	2/1 2/1 2/1 2/1
3 2/2-2/8	Module 1: Unit 2 Perception	Chapter 3	Quiz chapter 3 Two videos on http://www.theinvisiblegorilla.com/videos.html “The Monkey Business Illusion” and Dan's presentation at TEDxUIUC 2011 entitled "Seeing the world as it isn't."	2/8
4 2/9-2/15	Module 1: Unit 3 Emotions, Attitudes, Stress	Chapter 4	Quiz chapter 4	2/15

5 2/16-2/22	Module 1: Unit 4 Motivation – Foundation	Chapter 5	Quiz chapter 5	2/22
6 2/23-3/1	Module 1: Unit 5 Motivation - Application	Chapter 6	Quiz chapter 6 Video: Dan Pink: The Puzzle of Motivation http://www.ted.com/talks/ dan_pink_on_motivation.ht ml	3/1
7 3/2-3/8	Module 1: Unit 6 Decision Making and Creativity	Chapter 7 Daniel Kahneman, Dan Lovallo, and Olivier Sibony: Before you Make That Big Decision. HBR, June 2011, 51-60.	Quiz chapter 7 Complete part 1 of Ideal Organization Project in Wiki (chapters 1 through 7) Video: David Kelley: How to build your creative confidence: http://www.ted.com/talks/ david_kelley_how_to_bui ld_your_creative_confide nce	3/8 3/8
8 3/9-3/15	Module 2: Unit 1 Teams – Foundation Module 2: Unit 2 Teams – Processes	Chapter 8 J. Richard Hackman. “Why Teams Don’t Work”. Harvard Business Review, May 2009, 99-105.	Quiz chapter 8	3/15
3/16-3/22	Spring Break			
9 3/16-3/29	Module 2: Unit 3 Communication	Chapter 9	Quiz chapter 9	3/29

10 3/30-4/5	Module 2: Unit 4 Power and Influence	Chapter 10 Jeffrey Pfeffer. "Power Play". Harvard Business Review. July-August 2010, 86-92.	Quiz chapter 10 Political Skill and Power Test: http://jeffreypfeffer.com/2010/08/political-skillpower-test-2/	4/5 4/5
11 4/6-4/12	Module 2: Unit 5 Conflict and Negotiation	Chapter 11 Deepak Malhotra and Max H. Bazerman. "Investigative Negotiation". Harvard Business Review. September 2007, 73-78.	Quiz chapter 11 Submit Final Reflected Best Self Portrait (1-page; based on analysis of the feedback you received)	4/12 4/12
12 4/13-4/19	Module 2: Unit 6 Leadership	Chapter 12	Quiz chapter 12 Complete Part 2 of Ideal Organization Project (chapters 8 through 12)	4/19
13 4/20-4/26	Module 3: Unit 1 Organizational Culture	Chapter 14	Quiz chapter 14	4/26
14 4/27-5/3	Module 3: Unit 2 Organizational Change	Chapter 15	Quiz chapter 15 Submit complete Reflected Best Self Paper	5/3 5/3
15 5/4-5/10	Ideal Organization Project Due May 10		Complete entire Ideal Organization Project (part 1, part 2 and part 3)	5/10

This schedule may be modified based on the course dynamics.

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Scholastic Honesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the [UTD Judicial Affairs](#) web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

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Course Evaluation

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. A link to an online instructional assessment form will be emailed to you for your confidential use.

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University Policies

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

These descriptions and timelines are subject to change at the discretion of the professor.

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